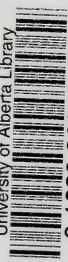




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Three

Thematic


Module 5B:

Clues



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Grade Three **Thematic**

Module 5B:

Clues

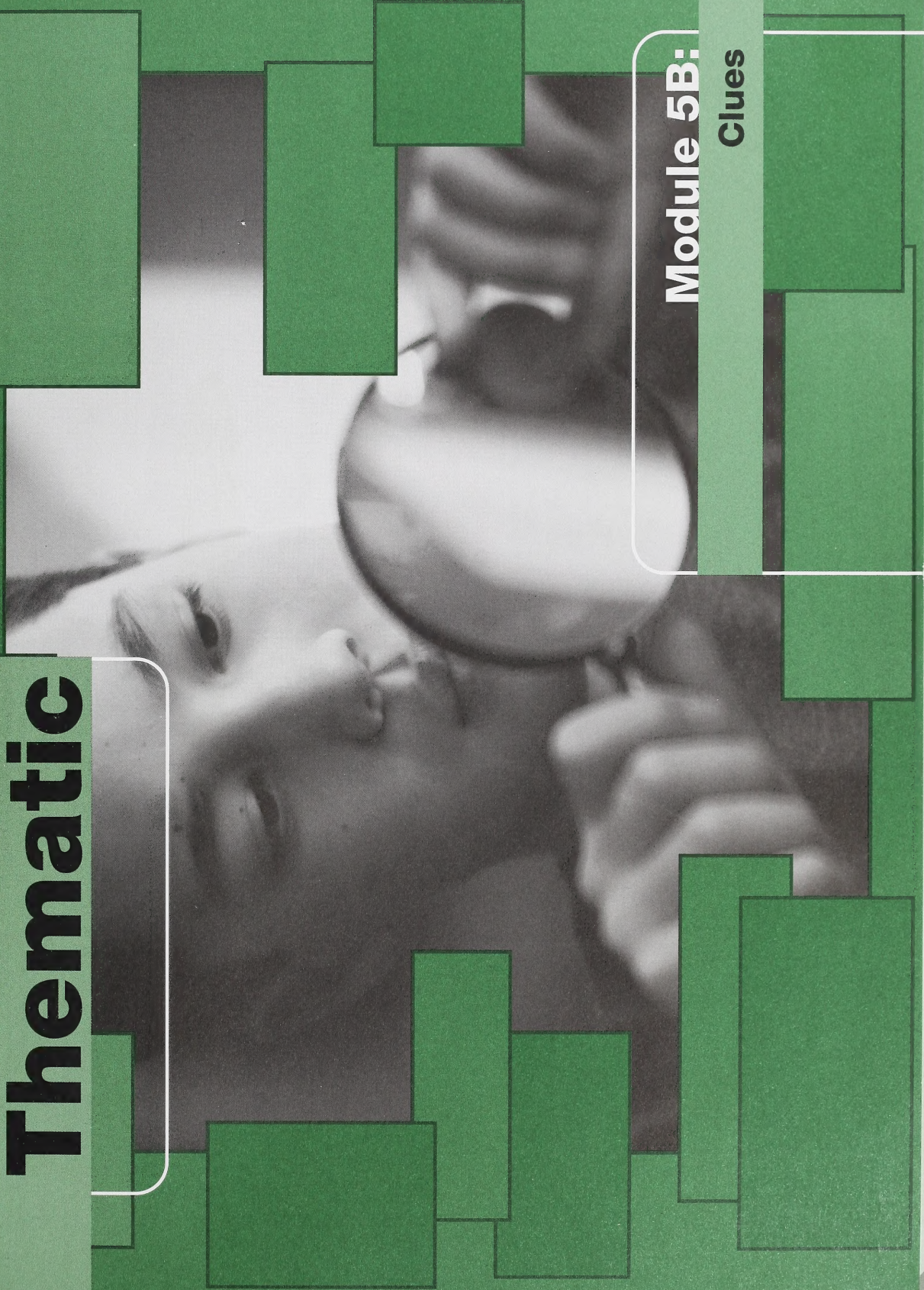


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Grade Three Thematic
Module 5B: Clues
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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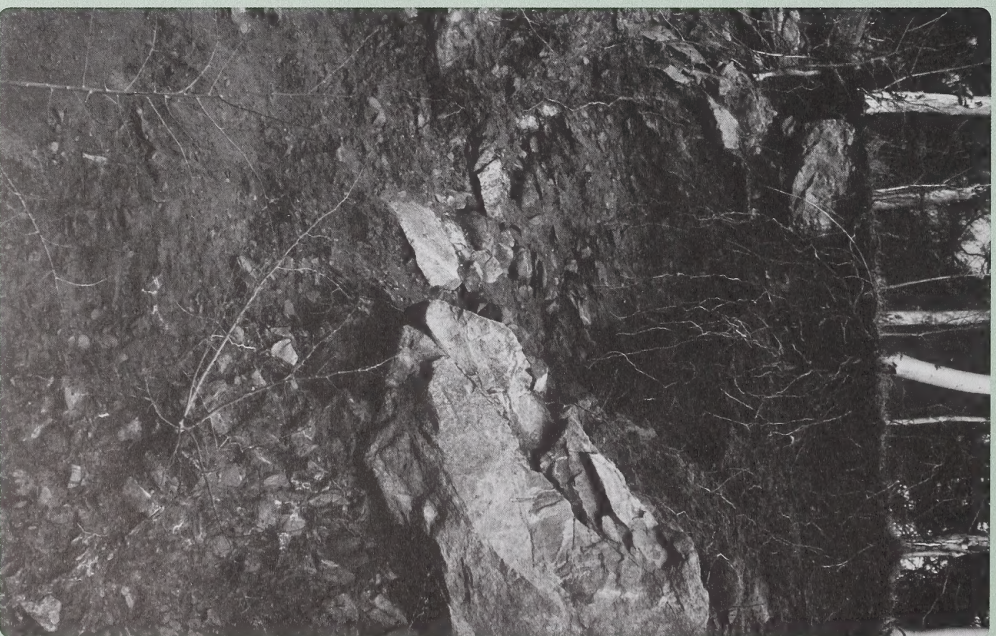
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Module Overview

In Module 5A you learned how scientists use clues from rocks to learn more about the past. In Module 5B you will learn more about the top layer of the Earth. What do you know about soil? Get ready to learn all about what you can find in dirt!

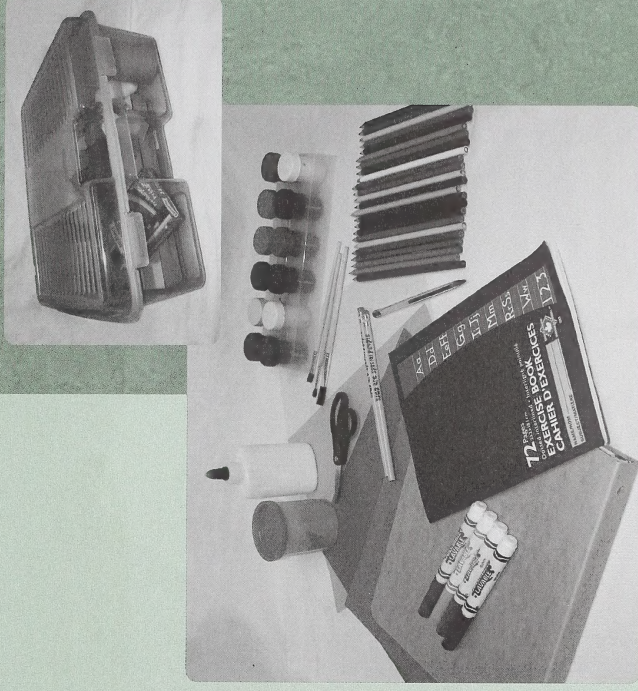


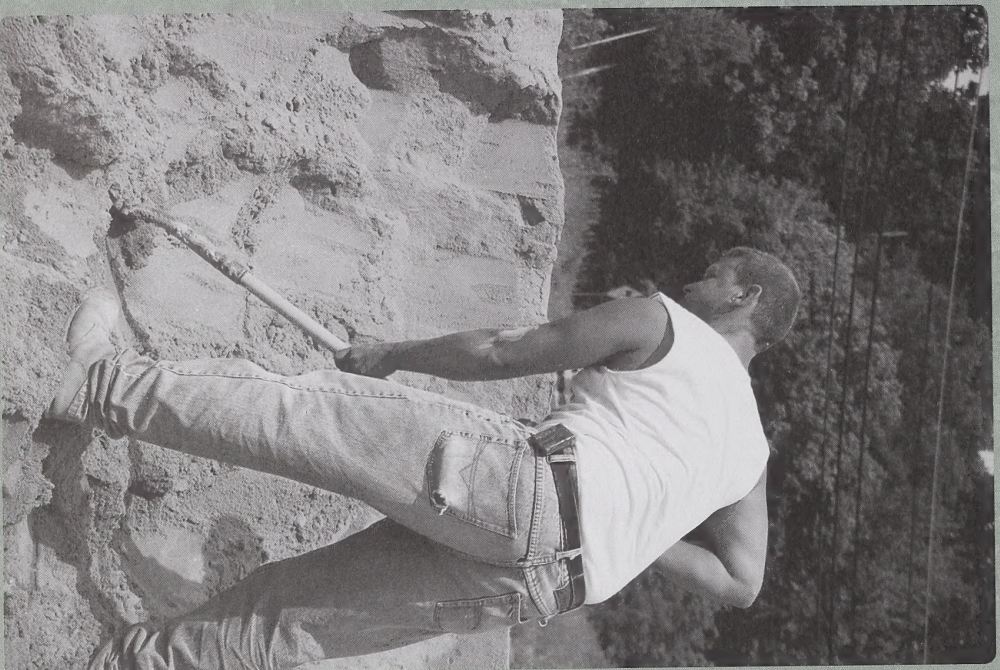
What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 5B, you will need

- Module 5B Student Module Booklet
- Module 5B Assignment Booklet
- junior dictionary
- *Collections: Beneath the Surface*
- *Modern Curriculum Press Phonics: Level C*
- Writing Folder
- Art Folder
- interlined notebook or paper for handwriting
- *Grade Three Thematic Audio CD*
- soil from a garden, yard, nearby lot, or field
- soil samples, including sandy soil, clay, and humus (loam)
- gravel
- plaster of Paris, potting soil or humus, clear plastic glass, lima bean seeds
- a live earthworm (if possible) and an anthill (if possible)
- magnifying glass
- ingredients for a snack, including chocolate cookie crumbs, whipped topping, instant chocolate pudding, milk, and gummy worms
- photos of the student doing the fossil dig in Module 5A, or five photos on a common subject from the family album
- sand, straw, safety glasses, cake pan
- clean sand, tempera paint, empty baby food jars or salt shakers, poster board

See the Home Instructor's Guide for more information.



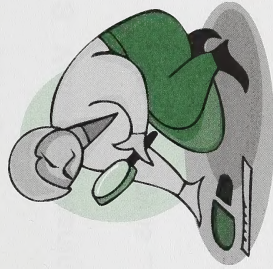


Dinosaur clues are buried deep in the rock. Scientists learn about prehistoric animals by studying rocks and fossils. To find clues about how people lived in the past, scientists don't have to look so deep beneath the surface. Clues about people can be found in the soil.

Today you will learn about dirt detectives!

Getting Started

You found out that paleontologists are scientists who study fossils of prehistoric animals and plants. What are scientists who study clues about people called? Tell your home instructor what you think.



Solve the code to see if you are right.

a	b	c	d	e	f	g	h	i	j
26	25	24	23	22	21	20	19	18	17
k	l	m	n	o	p	q	r	s	t
16	15	14	13	12	11	10	9	8	7
u	v	w	x	y	z				
6	5	4	3	2	1				

1. The name of this type of scientist is

26 9 24 19 26 22 12 15 12 20 18 8 7

2. A scientist who studies clues about people from the past is called an

archaeologist: a person who studies the life and customs of ancient times by digging up and examining the buried remains of cities, homes, monuments, and so on

detective: a person who works to find out things that others are trying to keep secret

The student will tell you about things that he or she has found while digging.

Take out your dictionary. Find the word archaeology.

3. Write the meaning.

Archaeology is _____

“Meet the Dirt Detectives”

Do you know what a **detective** is? A detective uses clues to solve a crime or a problem. You could say that an archaeologist is a dirt detective—someone who uses clues from the dirt to find out about the past!

Have you ever dug a hole in your yard or at the beach and found surprising things? Tell your home instructor about your digging experiences.

Archaeologists usually dig in places where they think people lived in the past. They often find small objects that people lost. These objects can tell them many things about the people who lived there.





Take out *Beneath the Surface*.

Look at the Contents page. Find "Meet the Dirt Detectives!"

4. This selection is an _____.

Turn to page 56.

Look at the large photograph. It shows two children, George and AnnMarie. They are searching for clues about the people who lived in a mansion long ago.

Read the information on page 56.

5. The name of the mansion was _____.

Look carefully at the photograph of the mansion on page 56.

6. In 1925 the mansion was a _____.

7. What happened to the boy's marble?

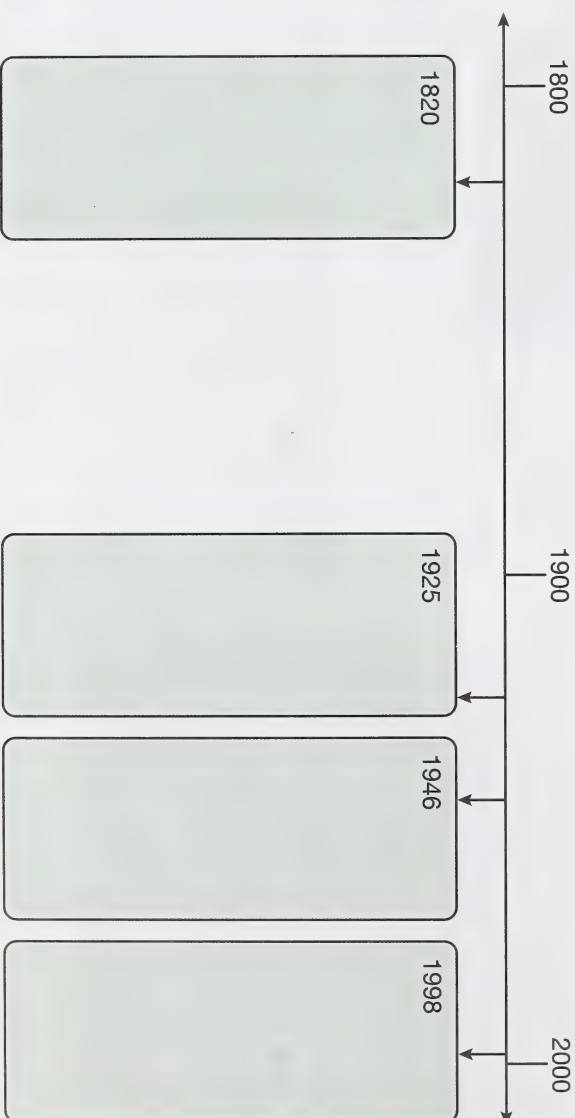


Read page 57.

8. How are George and AnnMarie searching for clues to tell them more about the mansion?

Look at the drawings at the bottom of pages 58 and 59. They show the history of the Gore Vale mansion.

9. Write the information from the drawing on the time line below.



Look at the photograph of AnnMarie on page 58. The tools that AnnMarie uses are labelled.

10. Write a list of all the tools that she uses.

Look at the photograph on page 59 of the people digging. Notice how each group is working in an area that is one square metre. Notice how they are using the tools to dig.

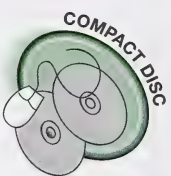


Look at the picture that shows objects in a magnifying glass. The children found these things in the soil.

11. They found _____.

Wow! You have already learned a lot by looking at the pictures and photographs!

In the selection, Sheila Fairley is interviewing George and AnnMarie.



Take out your *Grade Three Thematic Audio CD*.

Now it's time to listen to the interview. Find "Meet the Dirt Detectives!"¹ on Track 6 of the CD. Listen to the questions and the answers.



Observe how well the student can answer the questions after listening to the interview. Can he or she recall the answers, or is it necessary to replay the selection on the CD and have the student listen for a specific answer?

Answer the following questions. Use complete sentences.

12. What did George find at the dig?

13. What did AnnMarie find?

14. What advice does George have about digging?

¹ By permission of Prentice Hall Ginn from "Meet the Dirt Detectives," *Beneath the Surface*.

15. What advice does AnnMarie have about digging?

Do you think you would like to be a dirt detective? You may be able to try digging near your home. Ask your home instructor if there is a safe place for you to dig. Mark a square area that is one metre by one metre. Get someone to help you lift up the grass or sod. Use the tools you see in the photo on page 58. Don't forget to make a map to record your finds!



Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds that you hear in the word.

Write each word carefully.



Go to Assignment Booklet 5B. Do Assignment 1: Spelling Pre-test.

If your student is working on this module in the winter, this activity could be done later.

Refer to the Home Instructor's Guide for spelling words and procedures.

Phonics

When you are reading, it is very helpful to be able to find the base word and then the word ending. If you know how to read the word ending, you just need to think about how to read the base word.

16. Look at the following words. Draw a line to separate the word ending from the base word. Read only the base word to your home instructor. Remember that the spelling of the base word sometimes changes when an ending is added. An example has been provided for you.

happil~~e~~st (The base word is **happy**.)

shaker

practising

skater

largest

freezing

nicest

runner

safest

The student will separate the word ending from the base word with a line, and then read the base word.

Page 112 may be completed as a challenge activity or for extra practice.

Observe the student as each letter is written. Can the student form each letter correctly?



Go to your Phonics book. Use what you know about base words and word endings to complete page 111.

Handwriting

You will review the capital letters that you have learned.

Write the letters X, Z, G, and S on the chalkboard or whiteboard. Try chanting the strokes as you write each letter. Your home instructor will watch.



Take out your interlined notebook or interlined paper.

Your home instructor will tell you which letters need to be improved. In your notebook or on your paper, write a row of each of the letters that you need to practise. Try chanting the strokes as you write.



Go to Assignment Booklet 5B. Do Assignment 2: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Tell the student which letters need to be practised. If the student is forming all the letters correctly, he or she may proceed to the Assignment Booklet.

Read the information in the Home Instructor's Guide to your student.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

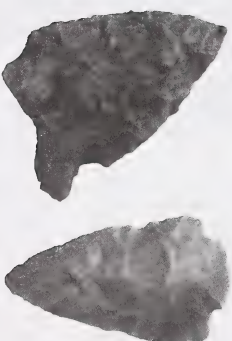
“The Great Peacemaker”

Your home instructor will read you a story about the discoveries of two young dirt detectives. Listen carefully.

17. What objects did Jamila and Jeffrey discover when they dug in their yard?

18. Who was living in the area near Toronto before the European settlers came?

When Jeffrey and Jamila checked in a nearby library, they found out many things about the Iroquois. One of their favourite discoveries was an Iroquois story about a great leader.



The Great Peacemaker

Long, long ago, a child was born. In a vision, his mother saw him guiding many great leaders.

And so it came to pass . . .

After many hardships, a young man named Tekanawita convinced the leaders of the five great Iroquois tribes to meet. On the north shore of Lake Ontario, he shared his vision of peace.

"Let us work together," he said. "Peace and comfort are better than war. Let us put aside our weapons of war. Let's live as a family, in peace and friendship. We will form the mighty Iroquois Nation and call ourselves the 'People of the Longhouse'."

The proud leaders were amazed by this idea but they realized it would be good for their people. One by one, they handed their weapons to the man they now called the Peacemaker.

To remind them of their promise, Tekanawita planted a great white pine tree. He named it the Tree of Peace. Under the tree, he dug a deep pit. Into the pit he threw the weapons of war. He told Mighty Eagle to stand guard day and night.

Beside the tree, the great warriors built a Longhouse where Tekanawita's vision was passed from generation to generation. Even to this day, Tekanawita's wisdom guides the Iroquois people living on the shores of Lake Ontario.

If your student is interested in learning more about the Iroquois people, you may want to do some research together to discover more about their history, stories, and culture. Try searching on the Internet or looking for books about the Iroquois. You might also try talking to community leaders or Elders, or visiting a school or cultural function.

You learned how some scientists changed their communities and countries with their discoveries. In the story of Tekanawita, you found out how a man with an important idea changed the lives of many people.

Take out your atlas. Find a map of Canada that shows the provinces and cities.

Find Toronto in Ontario. Look at the south end of Ontario for the Great Lakes.



Ask the student to show you Toronto. If necessary, point out the Great Lakes.

19. Why do you think they are called the Great Lakes?

20. Write the names of the Great Lakes on the lines below.

Use the scale at the bottom of the map to measure some of the lakes.

21. Lake Superior is about _____ kilometres long.

22. Lake Huron is about _____ kilometres long.

23. Lake Ontario is about _____ kilometres long.

24. Which lake is the shortest?

Tekanawita's peace meeting took place on the north shore of Lake Ontario.

Show your home instructor the north shore of Lake Ontario on the map.

Important People in Your Community

Do you know any people who have helped change your community? Ask your home instructor to tell you about important people from your community in the past.

25. An important person in my community was _____.



Review with the student how to use the map scale to measure distance. Use a small piece of string, a paper strip, or a ruler to do the measuring. If you use string or cardboard, make marks at each hundred kilometres. If you use a ruler, determine how many centimetres equal 100 kilometres, and help your student calculate the length of the lakes.

The student will show you the north shore of Lake Ontario. For extra practice, ask the student to locate features that are north, south, east, or west of Lake Ontario or Toronto.

Discuss individuals from your area who have made important contributions to your community, province, country, or to the world. You may discuss pioneers, elders, scientists, politicians, or philanthropists who have influenced life in your community. Include local teachers, volunteers, business owners, workers, and nurses in the discussion as well.

26. Tell what that person did to change your community.

Story Time

Are you starting a new book today? Will it be a chapter book or a picture book?
Find a favourite spot and enjoy the story.



Looking Back

Do you think you would like to be a dirt detective?
What do you think you might find if you dug in your yard?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

archaeologist: a person who studies the life and customs of ancient times by digging up and examining the buried remains of cities, homes, monuments, and so on

detective: a person who works to find out things that others are trying to keep secret

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Day 11

All About Dirt

On Day 10 you learned how clues to the past are found in the dirt. Have you ever thought about other ways that dirt is important to animals and people?

Today you will learn more about soil. You will find out about an animal that lives in soil, examine some soil samples, and have some fun making a snack.

It's time to get started! You have a lot to do!



The student will tell you about some ways that soil is useful.

Your student will use many of the words from this list in the activities over the next few days. Ask the student to read each of the words from the list aloud. Ask the student to show you the words that are compound words or words with word endings.

Getting Started

Earlier in Module 5 you thought about ways that rocks and minerals are useful. Can you think of some important uses of soil? Tell your home instructor.

1. Do the word search below to find some uses of soil and some animals that live in the soil. Can you find all the words? Circle them.

ant
beetles
bricks
china
clay
earthenware
earthworm
gardening
groundhog
plants
pottery
red wiggler
trees
woodchuck

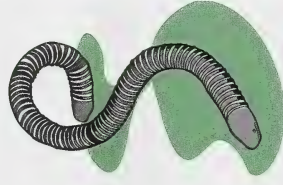
e	a	b	b	e	e	t	l	e	s	c	r
a	a	g	b	r	i	c	k	s	p	k	e
r	n	r	t	c	h	i	n	a	o	k	d
t	t	o	t	r	c	l	a	y	t	l	w
h	m	u	r	h	p	l	a	n	t	s	i
e	n	n	e	o	w	p	z	q	e	r	g
n	s	d	e	t	u	o	v	w	r	x	g
w	y	h	s	z	a	c	r	d	y	e	l
a	f	o	g	c	k	s	k	m	m	l	e
r	o	g	a	r	d	e	n	i	n	g	r
e	p	g	w	o	o	d	c	h	u	c	k

Worm Ways

Did you think of worms when you named animals that live in the soil? Today you will read some short articles about worms and do some activities with a real worm.



Take out *Beneath the Surface*.



Find "Worm Ways and Ant Antics" on the Contents page.

2. This article is a Canadian selection. How do you know?

Turn to page 10.

Find the heading "Worms on the Move."

Read the article carefully.

Turn to page 12. Read "Wonder Worms Around the World."

Tell your home instructor some facts you learned about worms.



Module 5B: Clues

The student will tell you some things that he or she learned about worms in the articles.

You have learned about facts and opinions before. You have also learned about fact and fiction. You know that facts tell about things that can be proven true. Fiction is imaginary or made up.



3. Read each sentence in the chart below. Is it fact or fiction? Tell how you know. The information from the articles you read will help you.

	Fact or Fiction?	How Do You Know?
Earthworms need damp soil.	fact	Earthworms die if they dry out.
Earthworms like to smell the flowers.		
Earthworms come in different sizes.		
Earthworms kick their legs and dance a mating dance.		
Earthworms chew the soil hundreds of times before swallowing it.		
Earthworms are very strong for their size.		

Unearth an Earthworm

If it is spring, summer, or fall, you can probably find an earthworm in your yard. Read the directions on pages 11 and 12 in “Worm Ways and Ant Antics,” and then try to dig up an earthworm. If it is winter, you will have to wait until the weather is warm to try these activities.



Follow the steps on pages 11 and 12 to do the worm activities.

Be sure to put the earthworm gently back into the soil when you are finished.

If it is winter and you know someone who keeps red wigglers for composting, you could use one of them instead.

If you were unable to use a real earthworm, the student may check in a non-fiction book, encyclopedia, or on the Internet for more information.

4. Draw an earthworm. Label it with the following parts:

muscle rings bristles head tail wide, light-coloured band



Spelling

Find your Spelling Pre-test in your Assignment Booklet. It is Assignment 1: Day 10. On the lines that follow, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.





Take out your Writing Dictionary. You will add your new spelling words to the dictionary.

Identify which words were spelled incorrectly and help the student spell them correctly.

Help your student choose three challenge words to practise.

Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Be sure the student spells each word correctly.

After the student has added the words to the Writing Dictionary, check to be sure that they have been spelled accurately.

Write all the spelling words from the spelling pre-test in your dictionary. The words are

mighty quickly writer happiness

careful useless likable

Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

Use your Writing Dictionary to help you spell words when you write. You can add new words any time you need to.

W w
water
writer

Phonics

Are you getting better at reading base words with endings? Some word endings are called **suffixes**. A suffix is a word part or syllable added to the end of a word. Adding a suffix can change the meaning of a word or how a word is used.

Read the words below. Think about how the meaning changes.

hope hopeful hopeless

The student will use *hope*, *hopeful*, and *hopeless* in sentences. Be sure your student is using the words correctly.

The suffix *ful* means "full of."
 Hopeful means "full of hope."

The suffix *less* means "without."
 Hopeless means "without hope."

Read the following words. Think about how the meaning changes.

sick **sickly** **sickness**

Make up a sentence for each of the words.
 Say your sentences to your home instructor.

The suffix *ly* means "in that way."
 Sickly means "in a sick way."

The suffix *ness* means "being."
 Sickness means "being sick."

5. Add the suffix *ful* to each base word below.

taste _____ pain _____

care _____ thank _____



Go to your Phonics book for more practice with suffixes. Follow the directions carefully and do pages 113 and 114.

I am hopeful that Great-grandma will feel better soon.



The student will use *sick*, *sickly*, and *sickness* in sentences. Be sure your student is using the words correctly.

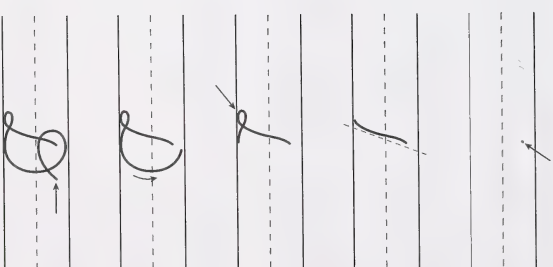
Handwriting

In today's lesson you will write the capital letter D.

Warm up by drawing the loop design. Notice the direction of the arrows. Try to do the activity with a flowing motion. Do the design three times.



- The letter D starts below the top line.
- Slant down on the correct angle.
- Loop over just above the bottom line.
- Curve back up to the top line.
- Loop under.



This warm-up activity should be done on the chalkboard or whiteboard.

Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.



slant down, loop over,
curve up, and curve under

Keep practising until you can make a very good D in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some D's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Demonstrate how to form the letter *D* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

Practise at least two rows of D's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. The D is not joined to the other letters.

Doug lives in Drayton Valley.



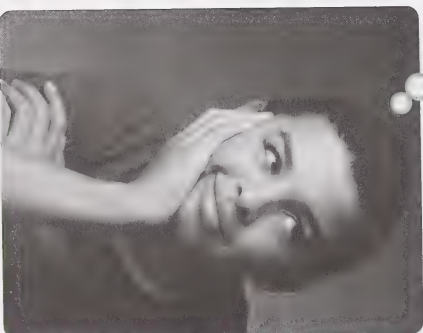
Go to Grade Three Mathematics.



Can you move like a worm? Wiggle with your arms at your sides and your legs together. Pretend to be a worm as you move around your house. Crawl over and under furniture.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

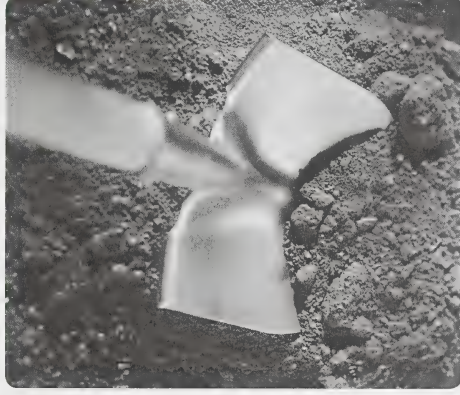


Take a Closer Look

It's time to take a close look at some soil. If it is spring, summer, or fall, go outside and dig some soil. It could come from a garden, flower bed, or another place nearby. Fill a small pail full of dirt.

Open up a sheet of newspaper. Place some of the dirt on the paper. Look at it closely.

6. What do you see, feel, or smell?



If it is winter, bring out the soil that you dug earlier in the year.

This activity can be done outdoors if it is warm.

Soil is formed from broken bits of rocks and minerals and decayed plant and animal materials. The broken bits of rock may be very tiny. Sand is made from tiny grains of rock. Clay particles are so small you can't see them. **Humus** is made of rotted plant matter. You may also see larger chunks of rock such as pebbles or gravel.

humus: a dark brown or black soil formed from dead leaves and other decayed plant matter
It is very rich in nutrients for plants.

7. Circle all of the materials that you can see in your soil.

sand **plant materials** **gravel** **pebbles**

Most garden or yard soil is a mixture of many things.



Take out your magnifying glass.

Show the student the three soil samples that you prepared and discuss the various types.

sand: tiny grains of worn-down or disintegrated rock

clay: a sticky kind of earth that can be easily shaped when wet and that hardens when dried or baked
Bricks and some dishes are made from various kinds of clay.

Use the magnifying glass to look at the soil samples that your home instructor has prepared. Feel the texture and look at the colour of each sample. Smell each one too.

Which sample is mostly **sand**? Which sample is mostly humus? Which sample is mostly **clay**? Which type of soils does your sample contain? Tell your home instructor.

Put your garden soil, clay, humus, and sand in a safe place. You will need them for other activities.



Make a Dirt Cup

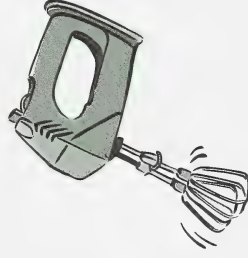
Are you hungry after all your hard work? You can follow these steps to make a fun snack.

Gather the ingredients and utensils that you will need.

- clear plastic glasses or cups
- measuring cup
- bowl
- electric beater
- rubber spatula
- 1 cup chocolate cookie crumbs
- 1 box instant chocolate pudding
- 1 cup whipped cream or frozen whipped topping
- milk (follow directions on pudding package)
- gummy worms

Combine the chocolate pudding powder and milk as directed on the package. Ask your home instructor to help you use the electric mixer to beat the pudding mix on low speed for the required time.

Mix in the whipped topping with a rubber spatula.



You can make your own cookie crumbs by crushing chocolate cookies or by processing them in a blender or food processor.

Show the student how to use the electric mixer and explain safety concerns. Monitor the student as this step is completed.

For an even quicker snack, use individual containers of prepared pudding instead of making a whole package. Adjust the amount of whipped cream and cookie crumbs as well.

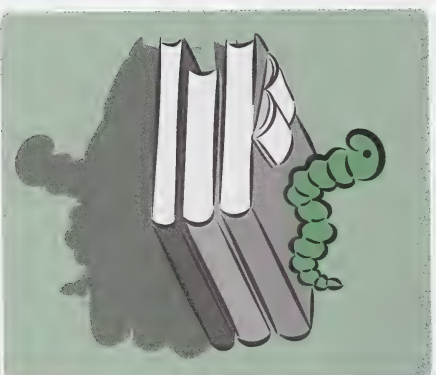
Starting from the bottom, put the ingredients into clear glasses or cups in layers as follows:

- 1st layer: cookie crumbs
- 2nd layer: pudding mixture
- 3rd layer: cookie crumbs
- 4th layer: pudding mixture
- 5th layer: cookie crumbs

Tuck the ends of a few gummy worms into the cookie “dirt.” Enjoy!

Story Time

Find a favourite spot, relax, and enjoy the story.



Looking Back

You have learned more about soil and an animal that lives in the soil. What fact about earthworms did you find most interesting? How did you feel about examining a live earthworm?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

clay: a sticky kind of earth that can be easily shaped when wet and that hardens when dried or baked

Bricks and some dishes are made from various kinds of clay.

humus: a dark brown or black soil formed from dead leaves and other decayed plant matter

It is very rich in nutrients for plants.

sand: tiny grains of worn-down or disintegrated rock

suffix: a word part or syllable added to the end of a word to make a new word
Adding a suffix can change the meaning of a word or how a word is used.

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Day 12

Ants and More Ants

When you discussed animals that live in the soil, did you think of ants? You will learn more about these amazing animals today. Get ready to discover more about soil too.



The student will discuss what he or she knows about ants.

Getting Started

What do you know about ants? Tell your home instructor.

Read the following story.

Abby Ant was one of the final contestants in the Amazing Ant Adventure. Yesterday she climbed Ant Mountain. If she could complete the next two tasks, she would become the new queen of the ant colony.

She picked up the giant seed and dragged it over the line. "That was harder than I expected," she said, "but I did it."

Crossing the cool, dark puddle was her last task. Now she had to decide what to do. Should she raft across the water on a leaf, run the long way around the puddle, or swim across?

"Remember one thing!" shouted Great Ant. **"!MIWS T'NAC STNA"**

What was Great Ant's advice? It's written backward!

1. To solve the code, write each letter, starting from the right and working toward the left.

2. What might happen if Abby doesn't take Great Ant's advice?

3. Write an ending for the story. What will happen?

4. Is this story non-fiction or fiction? How do you know?



Ant Antics



Take out *Beneath the Surface*.

Turn to page 13. Find the heading "The Ants Go Marching." Read the article carefully.

Turn to page 14. Read "Amazing Ants."

5. Write two facts about ants that you learned from the articles.

Look at the first article again. Did you notice how it is organized?

6. The article is organized in _____.

The second article is written as a list of facts.

7. Its title is _____.



Prove It!

You know that facts can be observed and proven. Read the facts below and tell how you know each fact is true. Use the information from the article "Worm Ways and Ant Antics" to help you.

8. I know ants are strong because _____
_____.
9. The shortest ant is hard to see because _____
_____.
10. I know ants help each other because _____
_____.



Analyze an Ant

If it is spring, summer, or fall, you can probably find ants in your yard or in a nearby park. Read the directions on pages 13 and 14 in *Beneath the Surface* and then try to find an ant colony. If it is winter, you will have to wait until the weather is warm to try these activities.

Follow the steps on pages 13 and 14 to do the activities.

Ants, like all insects, have bodies with three parts. The head has eyes, jointed antennae, and jaws.

The middle part of the body is called the **thorax**. Six jointed legs with tiny claws are attached to the thorax.

The last body part is called the **abdomen**. Some ants have a stinger on the end of their abdomen.



thorax: the second part of an insect's body, between the head and the abdomen

abdomen: the last of the three parts of an insect's body



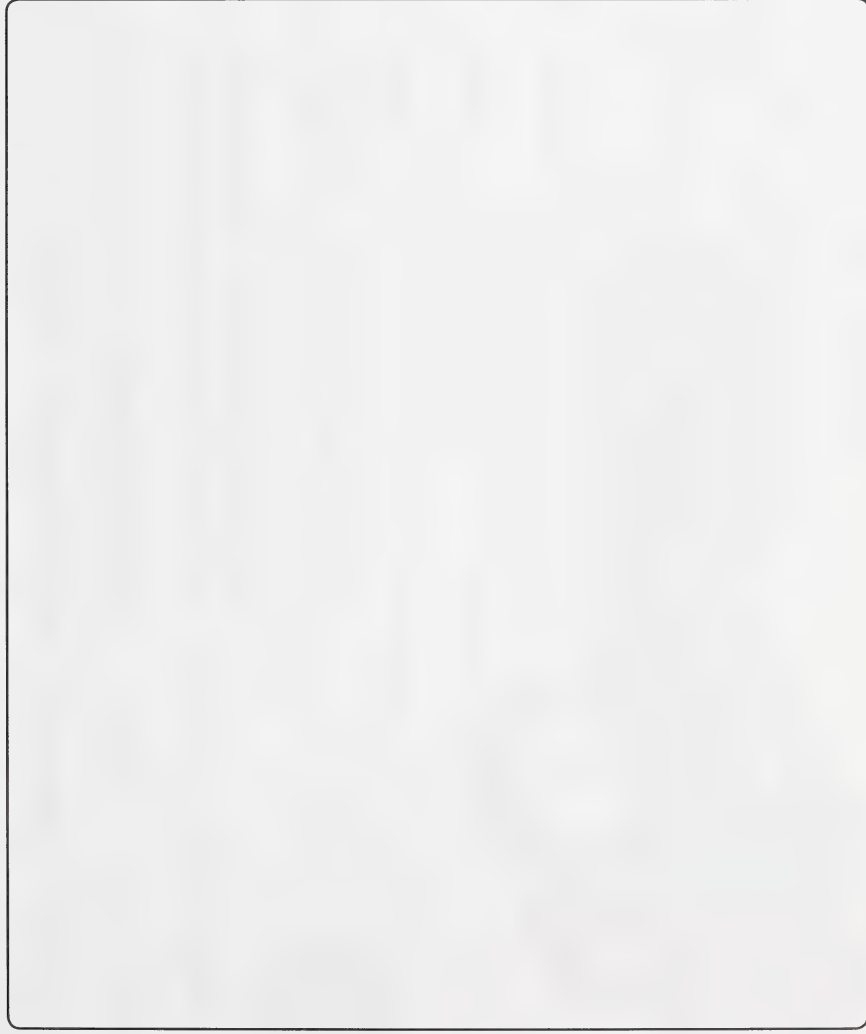
Would you like to see a "virtual" ant? Virtual reality is when something is made to seem real by computer. Go to the following website and click on "Virtual Insects" in the menu:

<http://www.ento.vt.edu/%7Esharov/3d/3dinsects.html>

Check the website to see if it is available and suitable for your student, or do a search using the keywords *ants* or *virtual ant*.

11. Draw an ant. Label it with the following parts:

head antennae eyes jaws
claws abdomen thorax legs



If the student could not observe a real ant, he or she may look in a non-fiction book, in a encyclopedia, or on the Internet for more information about ants.

Spelling

Did you notice that each of your spelling words has a suffix?

12. Circle the suffix in each spelling word.

mighty quickly writer happiness

careful useless likable

13. Write the base word for each spelling word. Be careful, some of the base words changed when the suffix was added.

mighty _____

quickly _____

writer _____

happiness _____

careful _____

likable _____

useless _____

Remember, a suffix is a word part or syllable added to the end of a base word to make a new word.



Phonics

Some verbs can be changed into nouns by adding the suffixes ion or ment.

attract + ion = attraction move + ment = movement

Change the verbs into nouns by adding either ion or ment.

14. **act + ion** _____ **place + ment** _____

discuss + ion _____ **treat + ment** _____



Go to your Phonics book for more practice with the suffixes ion and ment.
Do page 115.

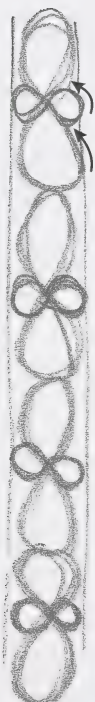


A suffix can change how a word is used. For example, some suffixes change verbs into nouns.

Handwriting

In today's lesson you will write the capital letter L.

Warm up by drawing the loop design. Notice the direction of the arrows. Try to do the activity with a flowing motion. Do the design three times.



- The letter L starts below the top line.



- Slant down.



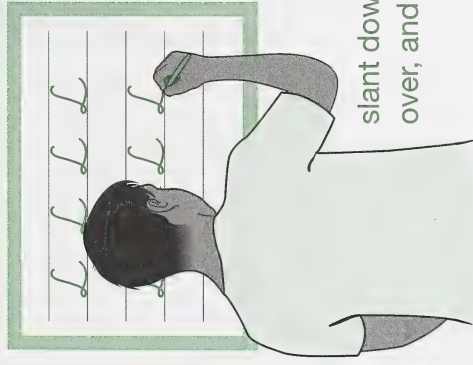
- Loop over.



- Swing to the correct height.



Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.



slant down, loop
over, and swing

Keep practising until you can make a very good L in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some L's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Check the student's posture, paper position, and pencil grip.



Practise at least two rows of L's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. Notice how the L is joined to the other letters.

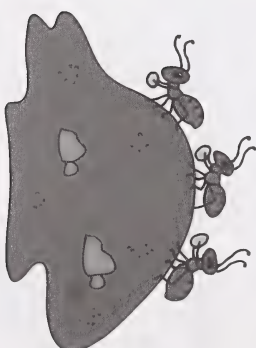
Lily loves Lake Louise.



Go to Grade Three Mathematics.



Do you know the song "The Ants Go Marching"? Sing the song as you march around the house or yard. You can make up new verses and actions if you like.



See the Home Instructor's Guide for more information.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Soil

Take out the soil you dug on Day 11. Put some of the soil on a piece of newspaper. Soil is made of **organic** and **inorganic** materials. Organic material comes from plants and animals. Inorganic material in soil comes from rocks and minerals.



Take out your magnifying glass.

Observe your soil carefully. What colour is your soil? How does it smell? Look at it with the magnifying glass.

15. Do you see any earthworms or ants? _____
16. Do you see bits of twigs, grass, or other plants? _____
17. Do you see grains of sand? _____

organic: having to do with or obtained from plants or animals rather than chemicals

Organic farming uses only organic fertilizers and no chemical pesticides.

inorganic: not having the structure of plants and animals; not made of living matter

Rocks and minerals are inorganic.

If you have a coarse colander or sand sieve, the student may use it instead.

How can you tell what particles make up your soil? Follow these steps:

- Scoop the soil into a cup or other container. Pour the soil through your fingers. Trap the large particles with your fingers.
- Put the large organic materials into one pile. Leaves, twigs, and parts of plants are organic.
- Put the large inorganic materials into another pile. Pebbles, gravel, and rocks are inorganic.
- Put a bit of water on the soil. Feel the texture of the soil now.
 - Does it feel gritty? Sand is made of small, coarse, gritty grains.
 - Does it feel sticky? Clay is sticky.
 - Does it feel fluffy? It may be mostly humus.

18. I think my soil sample is mostly _____.

19. Fill in the chart below. List all the organic and inorganic particles you found.

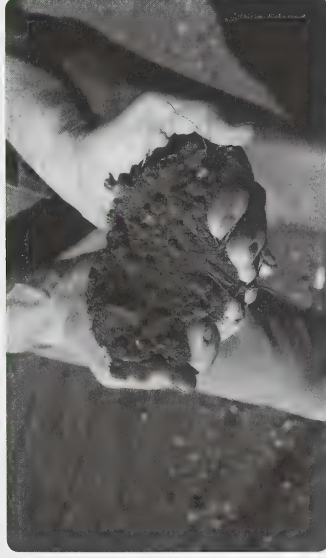
Organic Soil Particles	Inorganic Soil Particles

Story Time

Find a favourite spot, relax, and enjoy the story.

Looking Back

Did you learn anything new about ants or soil today? Did anything you learned surprise you?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

abdomen: the last of the three parts of an insect's body

inorganic: not having the structure of plants and animals; not made of living matter

Rocks and minerals are inorganic.

organic: having to do with or obtained from plants or animals rather than chemicals

Organic farming uses only organic fertilizers and no chemical pesticides.

thorax: the second part of an insect's body, between the head and the abdomen

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Day 13

Sneaky Chuck

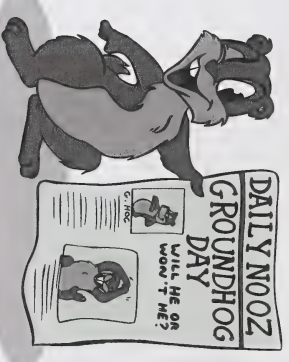
You have read a lot of non-fiction articles in this module. Are you ready to enjoy a fictional story for a change?

In today's activities you will read about a mammal that lives in the ground. What do you know about woodchucks?



Getting Started

Have you ever seen a woodchuck? What do you know about woodchucks?



1. Read the facts below. Write Yes if you knew the fact. Write Wow! if you didn't know the fact.

- Woodchucks are also called groundhogs. _____
- Woodchucks are related to marmots. _____
- The woodchuck is a member of the squirrel family. _____
- Woodchucks eat plants. _____
- The name may come from the Cree word Wuchak. _____
- Woodchucks live in underground burrows. _____
- Woodchucks hibernate. _____

Solve the mystery sentence to learn one more thing about the woodchuck or groundhog. Keep a tally to see how many guesses it takes you to figure out the sentence.

2. It took me _____ guesses.

Prepare the mystery sentence for the student. See the Home Instructor's Guide for instructions.

“Katie’s Letter”



Take out *Beneath the Surface*.

Find “Katie’s Letter” on the Contents page. Turn to the first page of the story.

Read the title of the story. Look at the pictures. Make some predictions about what is happening. Tell your home instructor your predictions.

3. Where do you think the story takes place?

4. Who are the characters in this story?

5. What type of animal is in the story?

Read the story silently. Use your favourite strategies to help you figure out any words that you don’t know.

The student will tell you what he or she thinks will happen in the story. Using illustrations and titles to make predictions helps prepare the student for vocabulary that may be encountered in the selection.



You will complete a reading response assignment about the story when you are done.



Go to Assignment Booklet 5B. Do Assignment 3: Reading Response.

A Woodchuck's Point of View

Stories are often told from the **point of view** of one character or another. Characters in a story may look at a problem in different ways. Katie's mother sees the woodchuck as a **pest**. Her feelings and thoughts about the woodchuck are quite different from Katie's.

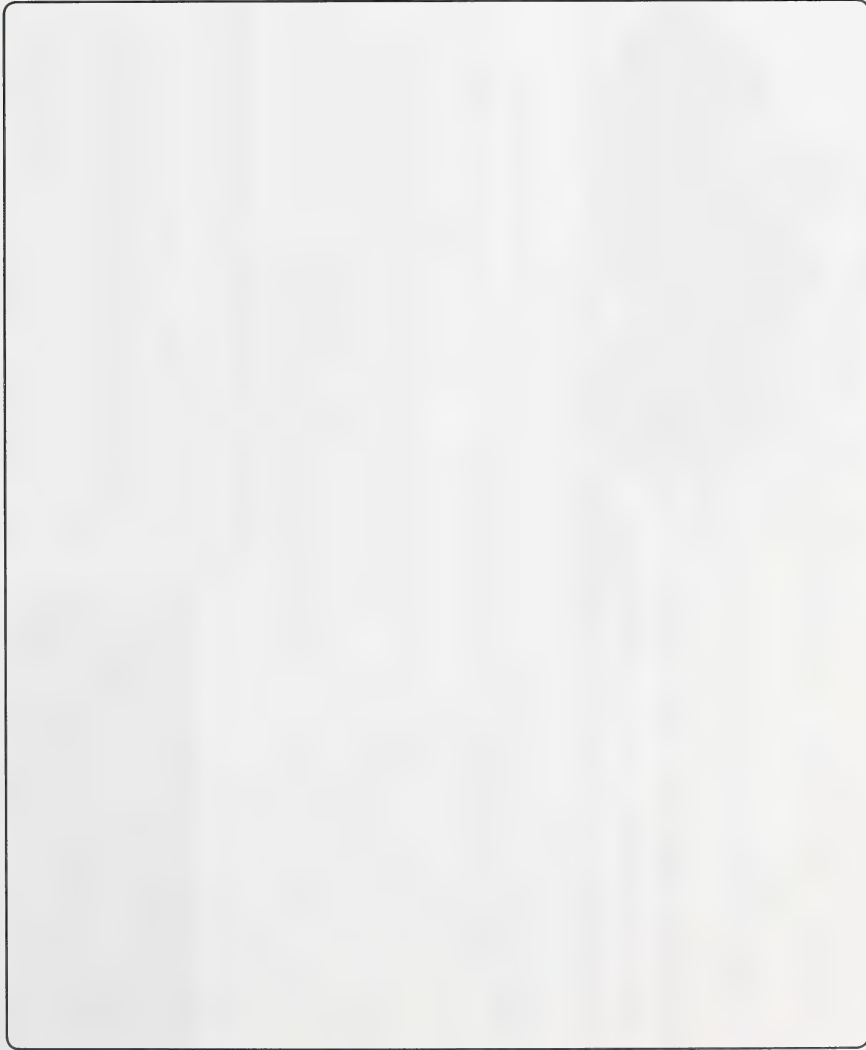
pest: any animal or person that causes trouble or ruins things; a nuisance
Insect pests may destroy a crop.

Curt also sees the woodchuck as a problem. His job is to figure out a way to get the woodchuck out of the garden. He sets a trap to catch the woodchuck and plans to move him far away.



Think about how the woodchuck might feel. What is his point of view? What might he be thinking?

6. In the space below, draw a cartoon of the woodchuck. Make a thought balloon to tell what he is thinking.



Spelling

Look back to the Day 11 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.



Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.

Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

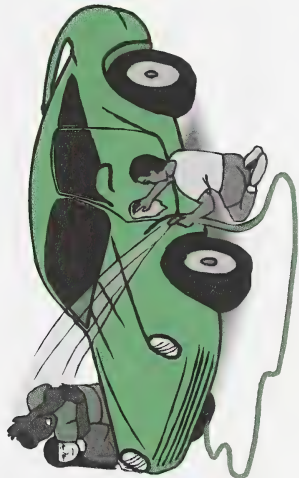
Write your sentences on the lines below:

Phonics

You have learned many things about suffixes in the last few weeks. Today you will look at the suffixes **able** and **en**.

Read the following words:

- sinkable breakable washable**



The suffix **able** means is able to or can.

Sinkable means that something can sink.

7. Breakable means _____.

8. Washable means _____.

If the base word ends in a silent **e**, drop the **e** before adding **able**.

like + able = likable

love + able = lovable

9. **use + able =** _____

Now try reading these words:

soften darken lighten

The suffix **en** means cause to be or make.

10. Soften means _____.

11. Darken means _____.

12. Lighten means _____.

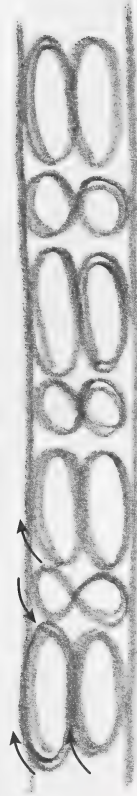


Go to your Phonics book for more practice with suffixes. Read the instructions carefully and do page 116.

Handwriting

You will practise the capital letter Q today.

Warm up by practising the loop design. Can you see where these movements will be used in today's letter?



This warm-up activity should be done on the chalkboard or whiteboard.

- The letter Q starts just below the top line and curves around to the right and down.
- Make a loop.
- Make the tail curve up about halfway to the interline.



Demonstrate how to form the letter *Q* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or white board. As you write, try chanting the strokes below.



curve around and down,
loop, and swing

Keep practising until you can make a very good *Q* in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some *Q*'s on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Check the student's posture, paper position, and pencil grip.

Practise at least two rows of Q's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. Notice how the Q is joined to the letters that follow it.

The Queen went to Quebec.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

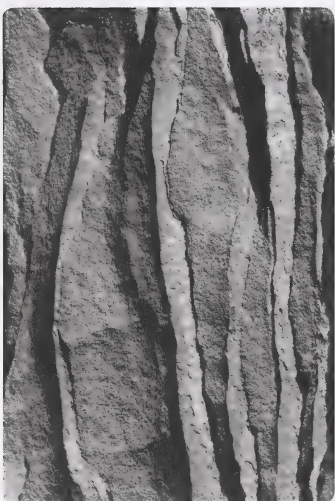
Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Module 5B: Clues

Soil Layers

You found out that rock is formed in layers called strata. Did you know that soil is often found in layers too?

If you have ever pushed a shovel deep into the dirt, you may have dug up different types of soil.



Take out *Beneath the Surface*.

Turn to pages 26 and 27. Look at the illustration. It shows what Katie's garden would look like if you could cut away the ground.

13. What do you see? _____

Did you notice that the artist showed layers of soil that are different colours?

Do an Experiment

You can find out more about layers in soil by doing an experiment. You will put gravel, humus, clay, and sand into a jar with water and shake it up.

Testable Question

What will happen to soil and rock when they are mixed with water?

Prediction

What do you think will happen?

14. I think _____

Materials

- tall glass jar with a lid
- measuring cup
- water
- gravel
- sand
- humus
- clay



Procedure

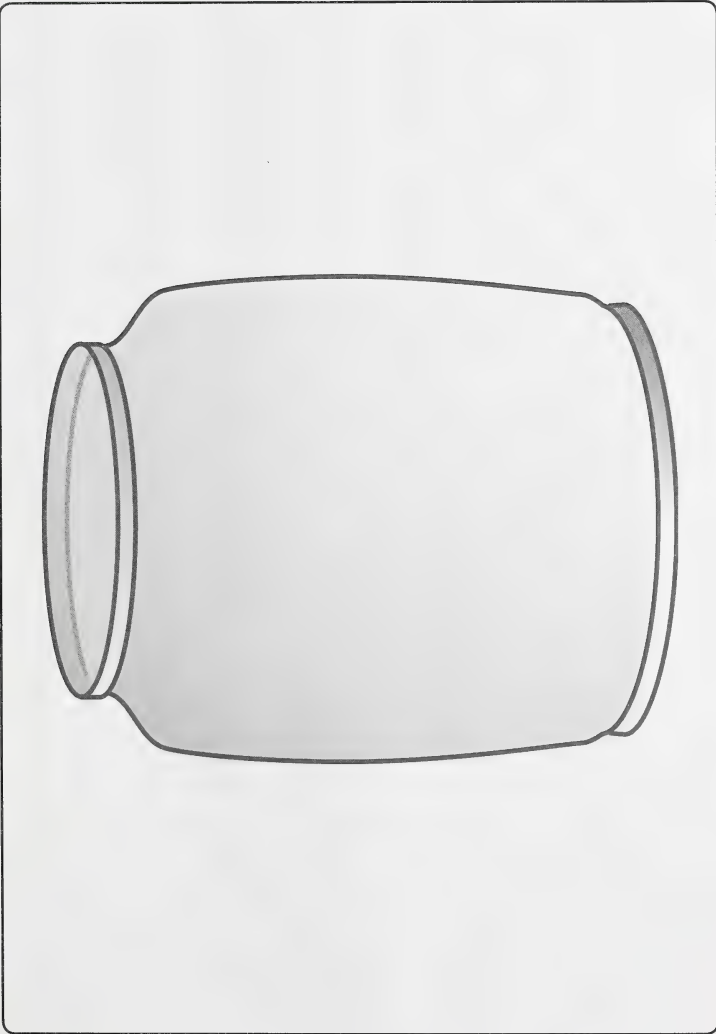
Follow these steps:

- Put 125 mL ($\frac{1}{2}$ cup) of each type of soil into the jar. Add 125 mL ($\frac{1}{2}$ cup) of gravel too.
- Add water until the jar is about $\frac{3}{4}$ full.
- Shake the jar so that the water, soil, and gravel mix.
- Let the jar sit on a counter or table for an hour or more.

Observations

15. Tell what you see after an hour.

16. Draw and label a diagram to show what you see.



Conclusion

17. When rock and soil are mixed with water, _____

Story Time

Find a favourite spot, relax, and enjoy the story.

Looking Back

You read a story about a woodchuck and did a science experiment today. Were you surprised about the results of your experiment? Did you predict correctly?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

pest: any animal or person that causes trouble or ruins things; a nuisance

Insect pests may destroy a crop.

point of view: the position you or another person sees something from; a way of thinking about something

Different people have different ways of looking at a problem. They may take different positions on an issue.

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Day 14

The Letter

You will take another look at the story “Katie’s Letter” and write a letter of your own. Do you remember all the parts of a letter?

You will take another look at the soil from your yard too.
Get ready, get set, go!

#12 Forest Cottage Street
Great Woods, Alberta
A3C 2B4
February 22, 2006

Dear Bears,

I am sorry I ate your porridge and messed up
your beds. I am really sorry that I broke Little
Bear’s chair. I’d be happy to pay for the chair.
Come to my house for muffins and milk next
week.

Yours sincerely,
Katie



Getting Started

Have you ever had a problem with an animal that was a pest? Have wild or tame animals gotten into your yard and caused trouble? How did your family solve the problem? Talk to your home instructor about your experiences with animal pests.

Have some fun with today's word puzzle. Use the letters from woodchuck and groundhog to make up new words.

1. How many words can you make?

woodchuck

groundhog



The student will talk about his or her experiences with an animal pest. Discuss animal problems that you have experienced and the solutions that you arrived at.

If your student has not done this type of activity before, demonstrate on the chalkboard or whiteboard how to use the letters from the word *woodchuck* to make new words; for example, *wood*, *duck*, *dock*, and so on.

The student will tell you about the main events of the story "Katie's Letter."

"Katie's Letter"

How good is your memory? What did the woodchuck do first? What did Mom do? What was Curt's first strategy to get rid of the woodchuck? Tell your home instructor about the main events of "Katie's Letter."



Katie's mom was mad because the woodchuck ate the poppies.



Take out *Beneath the Surface*.

Turn to page 20.

Reread the story. Think about the main events.

Katie wrote down the main events in her diary, but she got the order all mixed up.

Katie's Diary

_____ Curt put peanut butter and broccoli in a trap to catch the woodchuck.

_____ The woodchuck dug under the fence.

_____ Katie wrote a letter to the woodchuck.

_____ The woodchuck ate the broccoli, but didn't get caught in the trap.

_____ Curt put up a fence.

_____ The woodchuck was eating Mom's poppies and peas.

_____ The woodchuck stayed out of the garden.



2. Help her put the events in order by numbering them. Put a number 1 by the event that happened first, then a number 2, and so on.

Read the information about the author on page 27.

3. The author's name is

Monique Chaussée

Mrs. Robinson

Claire Blatchford

4. When she was six, she lost her

sight

hearing

book

5. She loved reading because

she could hear perfectly

it was fun

she didn't go to school

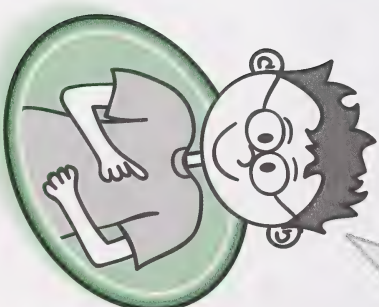
6. She said that when you read

you can hear into animals' thoughts

you can hear into people's thoughts

you can hear into the past and future

Claire Blatchford cannot hear, so she uses her imagination to hear things in stories.



Do you think animals have secret thoughts? Do you think that the woodchuck could read Katie's letter? Tell your home instructor what you think.

7. Why do you think the woodchuck stopped coming into the garden?

Imagine If . . .

Fiction stories are fun because you can imagine all kinds of things. Claire Blatchford likes to imagine the thoughts of people and animals. On Day 13 you imagined the thoughts of the woodchuck. Are you ready to do more imagining?

Find page 26 in the story. Look at Katie's letter.

8. Did she include all the parts of a friendly letter? _____

Read the letter again. Imagine that the woodchuck could write a letter back to Katie. What would he say?

Write a letter from the woodchuck on a piece of lined paper. Edit it and then rewrite it in the Assignment Booklet.



Go to Assignment Booklet 5B. Do Assignment 4: A Letter from the Woodchuck.

The student will tell you his or her ideas about animals' thoughts.

If your student is unsure of the parts of a friendly letter, go back to Day 13 of Module 3B to review.

Remind the student that he or she will be writing from the point of view of the woodchuck. Assist the student with an address for the heading of the letter.

Spelling

It is time to practise your spelling words. Look back to the list of words you wrote in your Day 11 spelling activity.

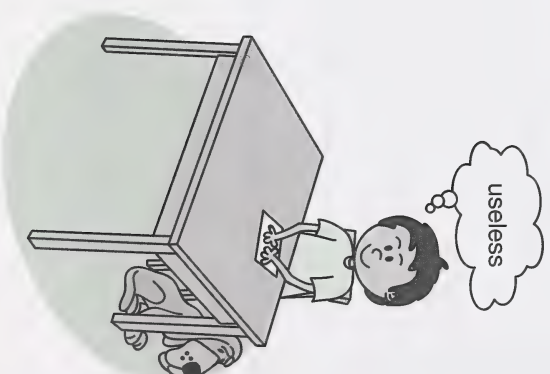
Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.



Phonics

Finding the base word and the suffix is an important reading skill. It can help you figure out long words. It can also help you spell many new words.

9. Add one of the suffixes below to these base words. Write the new word.
Be sure that the word makes sense!

y en able ly

wear _____	luck _____
soft _____	trick _____
slow _____	wash _____
froze _____	kind _____
suit _____	rain _____



Go to your Phonics book for more practice with base words.
Do pages 117 and 119. You will do page 118 on Day 15.

This warm-up activity should be done on the chalkboard or whiteboard.

Handwriting

You will practise the capital letter B today.

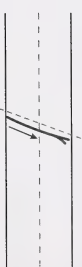
Warm up by practising the loop design shown below. Use right ovals to make loops.



- The letter B starts at the top line and comes down on the correct slant.



- Follow the same line back up.



- Curve around to the dotted line.



- Make a loop and curve around again.

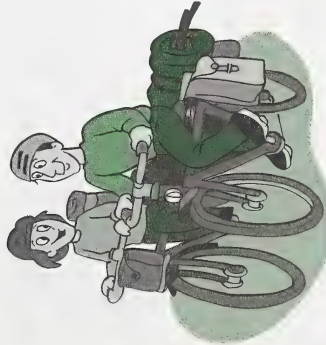


Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes.

Keep practising until you can make a very good B in handwriting.



Take out your interlined notebook or interlined paper.



Get ready to try some B's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Practise at least two rows of B's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. The B is not joined to the letters that follow it.

Barb biked with Brandon.



downstroke, up and around, loop and around

Demonstrate how to form the letter B on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for correct formation of the letter.

Check the student's posture, paper position, and pencil grip.



Go to Grade Three
Mathematics.



Chant a tongue twister
and do a clapping game
today.



The tongue twister goes like this:

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

Play the clapping game with your home instructor or someone else. Clap the beat to some other tongue twisters or rhymes that you know.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Show your student how to clap the beat with a partner. Set up a rhythm and a pattern. For example, face your partner, slap your legs, then clap hands with your partner, then clap your own hands together. Keep repeating the pattern to the beat as you chant the rhyme. Try the clapping rhymes "Miss Mary Mack" and "When Billy Boy Was One." You'll find them in the Home Instructor's Guide.

What's in Your Soil?

You looked at your soil sample with a magnifying glass. You felt it and smelled it. You dripped water on it and felt its texture again.

After doing all those things, you made a guess about the particles in it. You guessed whether it was mostly humus, mostly sand, or mostly clay.

Today you can do an experiment with the soil from your yard to find out if you were right.



Take out the soil that you dug.

You will need a tall jar with a lid. You can use the same jar you used on Day 13.

Fill the jar about $\frac{1}{2}$ full of the soil from your yard. Add water until the jar is about $\frac{3}{4}$ full. Shake it well.



While you are waiting for the soil to settle, you will start to record your experiment. Do you remember what happened to the gravel, clay, humus, and sand on Day 13? You will make a prediction, list the materials you used, and describe the procedure.



Go to Assignment Booklet 5B. Do Assignment 5: Soil Experiment.

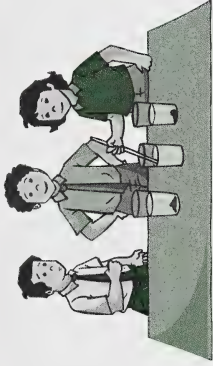
Let the jar settle for at least an hour, and then go back to your Assignment Booklet and finish Assignment 5. You will record your observations, complete a diagram, and write your conclusion.

Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

Looking Back

You wrote a letter and did another science experiment with soil. How did your letter turn out? Did you have a hard time imagining what a woodchuck would write?



Did you have any problems when you recorded your experiment? Do you understand how to follow the steps and record science experiments?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

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You have learned about some animals that have homes under the surface of the earth. Other animals head underground only in the winter. They stay in dens in the earth, under the mud, or in caves for winter shelter. Some animals sleep most of the winter. Do you know what this winter sleep is called?

Today you will explore the world of sleepy animals, work on a photo essay, and find out how rocks turn into soil.



See the Home Instructor's Guide for the mystery sentence.

The student will name animals that hibernate.

Getting Started

Solve the mystery sentence to find out what the long sleep is called. Keep a tally to see how many guesses it takes you to figure out the sentence.

1. It took me _____ guesses to figure out the sentence.
2. When animals sleep for weeks, it is called _____.



Can you think of some animals that go to sleep in the winter? Tell your home instructor.

"The Big Sleep"



Take out *Beneath the Surface*.

Turn to the Contents page. Find "The Big Sleep."

3. "The Big Sleep" is a poem tale photo essay.

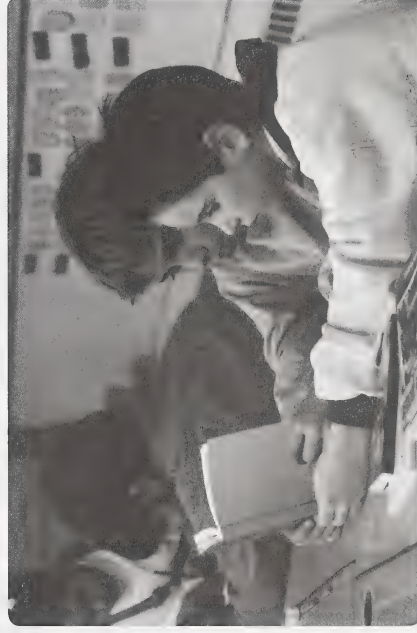
Turn to the page where the story begins.

Look through the photographs that make up the photo essay.

4. Name the animals that you see in the photos.

As you read today, think about the main idea of each paragraph. Remember, the main idea is the most important thought or point of the whole paragraph.

Look for supporting sentences too. Supporting sentences give you information and ideas that tell you more about the main idea.



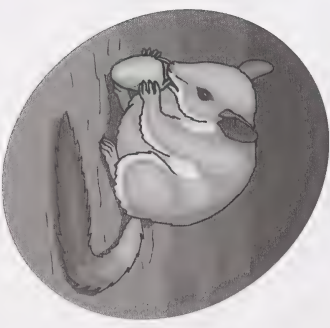
Read the top of page 15. This paragraph is the introduction. It tells you what the essay is about.

hibernate: to spend time in a sleep-like state, as some snakes, bats, groundhogs, and other wild animals do

5. The main idea of the introduction is
- ☐ The animal's temperature drops.
 - ☐ Winter is on the way.
 - ☐ Some animals **hibernate**.
 - ☐ When it warms up, animals wake up.
6. A supporting sentence from this paragraph is
- ☐ During hibernation, an animal's temperature and heart rate drop.
 - ☐ All animals hibernate.
 - ☐ In the summer, it gets warmer.
 - ☐ Animals have fun in the summer.

Find the heading "Light Sleeper." Read the paragraph.

7. The animal that this paragraph tells about is the _____.
8. The main idea of the paragraph is
- ☐ A dormouse is tiny.
 - ☐ A dormouse stuffs itself in the summer.
 - ☐ A dormouse may hibernate for half the year.
 - ☐ The dormouse likes a snack in the spring.
9. Write one fact from the supporting sentences.
- _____



Find the heading "Full House." Read the paragraph.

10. The animal that this paragraph tells about is the _____.

11. The main idea of this paragraph is

- ☐ Garter snakes look like spaghetti.
- ☐ Garter snakes nap.
- ☐ Garter snakes hibernate together to keep warm.
- ☐ Garter snakes may tie themselves in knots.

Read "Sleepless in Subzero."

12. The main idea of this paragraph is

- ☐ Most birds fly south.
- ☐ Birds can stand temperatures of -35°C .
- ☐ The poorwill sleeps for three months.
- ☐ The only bird that hibernates is the poorwill.

13. Write one fact from the supporting sentences.



Read “Disappearing Bugs” and “Hot Snooze.”

14. Write a sentence to tell the main idea of “Disappearing Bugs.”

15. Write one fact from the supporting sentences.

16. Write a sentence to tell the main idea of “Hot Snooze.”

17. Write one fact from the supporting sentences.

You will finish reading this photo essay on Day 16.



Write Your Own Photo Essay

You have read several photo essays. Now it's time to write your own photo essay. You will write a photo essay about your fossil dig.



Take out some lined paper and the photos of you doing the fossil dig.

Look through the photos. Put the photos in order. Use the lined paper to write the photo essay.

Start your essay with an introduction. The introduction should tell what the rest of the essay is about.

Now write a paragraph about the first photo. First of all, write a sentence that tells the main idea of the photo. Make up other sentences that provide supporting information.

Do the same thing for each photo.



Put your photos and essay into your Writing Folder. You will edit the photo essay on Day 16.

If you were unable to take photos of your student doing the fossil dig, the student may choose five photos from the family album instead.

A visit to a special place, a family occasion, or a holiday are good topics for a photo essay.

If the student is unsure of how to write an introduction, look back to the introduction for "The Big Sleep" and "Coral: At Home on a Reef" for ideas. Discuss how these introductions let the reader know what the photo essay will be about.



Refer to the Home Instructor's Guide.

Phonics

Your home instructor will write some words on the chalkboard. Tell your home instructor how many syllables each word has.

18. What did you notice about the words? _____

Suffixes that have a vowel sound form a syllable.

19. Write the number of syllables each word has.

jumpy _____

restful _____

caring _____

ran _____

useless _____

cooks _____

slowly _____

rocking _____

trick _____



Go to your Phonics book for more practice with syllables. Do pages 118 and 120.

Handwriting

You will review the capital letters that you have learned.

Write the letters D, L, Q, and B on the chalkboard. Try chanting the strokes as you write each one. Your home instructor will watch.

Observe the student as each letter is written. Can the student form each letter correctly?



Take out your interlined notebook or interlined paper.

Your home instructor will tell you which letters need to be improved. In your notebook or on paper, write a row of each letter that you need to practise. Remember to try chanting the strokes as you write.



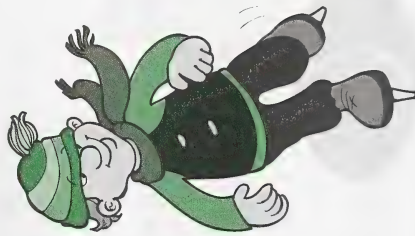
Go to Assignment Booklet 5B. Do Assignment 6: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Tell the student which letters need to be practised. If the student is forming all the letters correctly, he or she may proceed to the Assignment Booklet.

The student will tell you how rocks become soil.

erosion: the wearing down or breaking down of a substance

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

How Do Rocks Become Soil?

You have learned that soil is made of organic and inorganic particles. Organic particles come from decayed plant and animal matter. Inorganic particles come from rocks and minerals. Do you know how rocks are changed into soil? Tell your home instructor what you think.



Have you ever picked up a smooth, round pebble along a river or a beach? Have you thought about what made the pebble so smooth?

20. I think the pebble is smooth because _____

Rocks and minerals turn into soil through **erosion** or wearing down. Rocks can be broken or worn down by water, wind, or plants.

Water Erosion

The waves on a beach or the current in a river may roll the rocks around. As the rocks move and bang against one another, bits of rock may break off. These bits keep bumping against one another, and become smaller and smaller until they are grains of sand or particles of soil.



Sometimes water gets into the cracks in rocks. When the water freezes in the cracks, it splits the rock. After a time, the rock may break apart.

Moving water or rain can wear down rocks. As the rain pours down, a few particles of the rock may be loosened and washed into the soil. Over many years, the rock gets smaller and smoother. The same thing happens as water in a river or stream runs over rocks.

Try It Yourself

You can see for yourself how rocks erode. Try the following experiment.

Testable Question

What will happen if I put rocks and water into a container and shake them?

Prediction

What do you think will happen?

21. I think _____

Materials

- plastic container or plastic jar with a lid
- glass jar
- some washed gravel
- magnifying glass
- water

Procedure

Do each of the following steps:

- Fill the plastic container half full of washed gravel.
- Add just enough water to cover the gravel.
- Shake the container as hard as you can for at least five minutes.
- Carefully reach into the container with your hand and remove the gravel from the water.



A plastic jar, such as a peanut butter container, is safer than a glass jar, which may break.

- Swish the water around the container and pour it into a glass jar.
- Let the water settle for an hour or so.

Observations

Tell what you see. Use your magnifying glass.

22. I see _____

Slowly pour the water into a bowl. Feel the material at the bottom of the jar.

23. It feels _____

24. Look at the material from the bottom of the jar. What do you notice?

Conclusion

25. When rocks are shaken together, _____

The same thing happens in nature when rocks are moved about by water or when it rains.

Story Time

Find a favourite spot, relax, and enjoy the story.

Looking Back

Did you learn any new facts about hibernation?
Were you surprised about anything you learned?
What do you know about other animals that hibernate?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

erosion: the wearing down or breaking down of a substance

hibernate: to spend time in a sleep-like state, as some snakes, bats, groundhogs, and other wild animals do

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Day 16

Who's Hibernating?

You will work on a chart, edit your photo essay, and read about more animals that hibernate. You will have fun doing more experiments too!



Getting Started

On Day 15 you read about some animals that have a special adaptation. Some animals hibernate. Hibernation helps them live through times when it is hard to find food. Some animals hibernate through the winter, and some through summer dry spells.



I remember that adaptation means the way an animal or plant is suited to live in a certain habitat.

1. Which animal hibernates through summer dry spells?

Are you ready to learn more about animals that hibernate?

Read the following poem:

Bruin,
Dreaming!
Wrapped in thick, furry coat
Waiting for soft spring rain.
Hibernating!

2. What do you think a bruin is? _____

3. Break the code to see if you are right.

a	b	c	d	e	f	g
26	25	24	23	22	21	20

h	i	j	k	l	m	n
19	18	17	16	15	14	13

o	p	q	r	s	t	u
12	11	10	9	8	7	6

v	w	x	y	z
5	4	3	2	1

26	25	9	6	18	13	18	8
----	----	---	---	----	----	----	---

26	25	22	26	9
----	----	----	----	---



"The Big Sleep"



Take out *Beneath the Surface*.

Turn to page 18.

Read "Bear-ly' Hibernating."

Scientists have two different opinions about bears and hibernation.

4. What is the opinion of one group of scientists?

5. What is the opinion of the other group of scientists?

6. Which scientists do you agree with?

Read "Sleeping Beauties" and "Up to the Weather" on page 19.

7. Use the information from "The Big Sleep" to fill in the chart on the next page.
Tell where each animal hibernates, at least one fact about how they hibernate,
and when they wake up.

Module 5B: Clues

The student can check the photo essay for this information if he or she doesn't recall the answers.

	Place of Hibernation	Hibernating Habits	Signal to Wake
Dormouse			
Lungfish			
Frog			
Butterfly			
Ladybug			

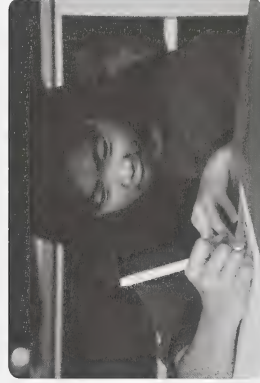
Editing

You have learned to look for several things when you edit your work, including the following:

- Did you use complete sentences?
- Are your ideas expressed clearly?
- Did you use interesting and descriptive words?
- Is each word spelled correctly?
- Did you use capital letters at the beginning of each sentence?
- Did you use a period, question mark, or exclamation mark at the end of each sentence?

When you write non-fiction, you need to have a topic sentence that tells the main idea. You also need supporting sentences that tell about the main idea.

You need to check to be sure that all of the supporting sentences tell about the main idea.



Will you help me edit?
I think I have some
sentences that don't tell
about the main idea.



8. Look at Kadeen's first paragraph for his photo essay. Cross out any sentences that don't tell about the main idea.

A Trip to the Royal Tyrrell Museum

My family went for a trip to the Royal Tyrrell Museum in Drumheller. We saw many interesting things there. One other time we went to the beach. I found shells. Keep reading if you would like to find out more about our trip to Drumheller.

The student will show you which sentences should be removed from Kadeen's paragraph.

Show your home instructor the sentences that you crossed out. Explain why you crossed them out.



9. Look at Kadeen's next paragraph. Cross out any sentences that don't tell about the main idea of the paragraph.

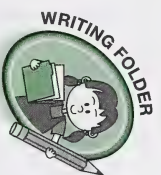
There were many exciting displays inside the museum. One display showed life-size models of the meat-eating dinosaurs. Outside the museum, we walked along a trail to see a fossil dig site. Another room showed dinosaur babies. I saw fossil eggs there. I bought a model dinosaur in town. My favourite display showed plant-eating dinosaurs and their habitats.



A Trip to the Royal Tyrrell Museum

My family went for a trip to the Royal Tyrrell Museum in Drumheller. We saw many interesting things there. Keep reading if you would like to find out more about our trip to Drumheller.

Now it's your turn to edit your own work.



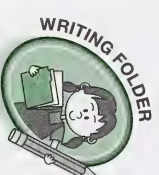
Take out the paragraphs that you wrote for your photo essay.

Read through your paragraphs. Look for sentences that do not tell about the main idea of the paragraph. Cross them out. You may be able to move them to a different paragraph.

Read your essay one more time. Edit it for spelling, punctuation, and capital letters. Be sure that the sentences make sense and that you used descriptive words.

When you are ready, rewrite the photo essay on lined paper. Tape your photos to the pages and add the paragraph that you wrote about each photo. Make up a title for your essay. Proofread it before you put it into your Writing Folder.

You can do your essay on the computer instead, if you like.



Put the photo essay into your Writing Folder. You will send it to your teacher on Day 18.

Encourage the student to check the essay for each of the points listed earlier. After the student has attempted to edit independently, you may wish to point out incomplete sentences or ideas that are not clearly expressed.

Phonics

Do you remember all the things that you have learned about adding a word ending or a suffix to a word? Check off the correct answer.

10. You can change a single noun into a plural noun by adding

- ☐ ing
☐ ed
☐ s or es

11. When a word ends in a silent e,

- ☐ add an e before adding ing, er, est, or ed
☐ drop the e before adding ing, er, est, or ed
☐ double the e before adding ing, er, est, or ed

12. When a short-vowel word ends in a consonant,

- ☐ add an e before adding the suffix
☐ drop the consonant before adding the suffix
☐ double the consonant before adding the suffix



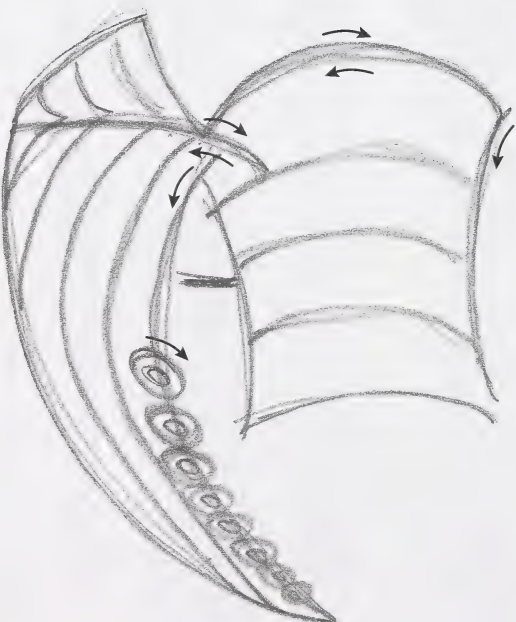
Do page 121 in your Phonics book to practise reading and writing words with suffixes.

This warm-up activity should be done on the chalkboard or whiteboard.

Handwriting

You will practise the capital letter P today.

Warm up by drawing some Viking ships. Use right ovals for the shields and lots of push-and-pull strokes for the boat and sails.



- The letter P starts at the top line and slants down, just like the letter B. Follow the same line back up.

- Curve around to the dotted line.



Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes.



downstroke, up,
and around

Keep practising until you can make a very good P in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some P's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Check the student's posture, paper position, and pencil grip.

Practise at least two rows of P's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. The P is not joined to the letters that follow it.

Pablo pats his puppy Pedro.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

How Do Wind and Plants Erode Rocks?

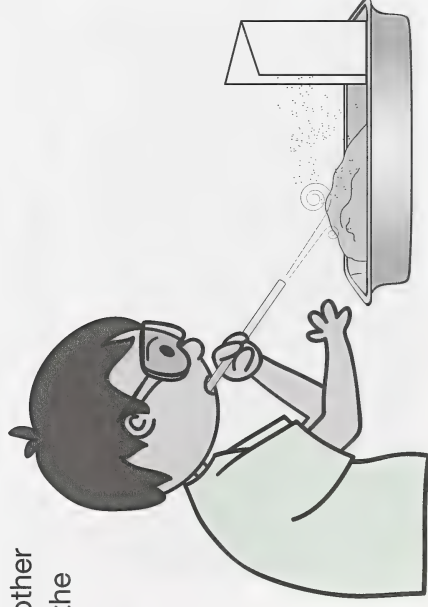
You learned that water, wind, and plants erode rocks. Today you will do some experiments to show how this happens.

Wind and Rocks

Wind may blow sand or dirt against rocks. Over a long time, the soil acts like sandpaper. It breaks off small particles of rock.

Try this experiment. You will need sand, a straw, safety glasses, a cake pan, and a piece of paper.

- Put on the safety glasses so sand doesn't get in your eyes.
- Put about two cups of sand in a pile at the end of a large, flat cake pan.
- Ask your home instructor or another person to hold up the paper at the other end of the pan.
- Use the straw to blow the sand against the paper. Can you hear it hitting the paper?
- Put your hand in front of the paper as you blow.



13. What do you feel when you put your hand in front of the paper?

This moving sand can wear away rock. If you have ever been outside on a very windy day, you know that the sand can sting your skin when it hits you. Over a long time, these bits of blowing sand can erode rocks.

Plants and Rocks

Have you ever seen plants pushing up between the cracks in a sidewalk or in a rock? Have you ever seen trees growing on rocky mountainsides? If you take a close look, you may see that the plants are cracking the sidewalk or the rocks.

Try this activity and see how plants break down rocks.

You will need three lima bean seeds or other large seeds. You will also need some potting soil or humus, a clear plastic cup, some water, and some plaster of Paris.



Do each of the following steps:

- Fill the cup about $\frac{3}{4}$ full of potting soil. Place three lima bean seeds on top of the soil.
- Water the seeds and soil well.
- Ask your home instructor to help you mix a bit of plaster of Paris.
- Pour a very thin layer of plaster of Paris over the seeds. It should barely cover them.
- Put the container with the seeds in a sunny window. Water them every day.

14. What do you think will happen when the seeds start to grow?

Check the seeds each day. You will write your observations on Day 18.

Story Time

Find a favourite spot, relax, and enjoy the story.



Mix a small amount of plaster of Paris. Make it a bit runnier than the instructions ask for, since you want only a very thin layer over the seeds.

If you have any books about water, wind, or plant erosion, read and discuss them with your student to extend his or her understanding of erosion.

Looking Back

Do you understand how rocks can become soil?

Are you getting better at editing? Did you find any sentences in your photo essay that didn't go with the main idea in your paragraphs?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

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You have learned how soil is important to animals. Some animals, such as earthworms, get their food directly from the soil. Many animals live in the soil or use it as a safe place to hibernate.

Soil is also very important to plants. Today you will read a poem about how plants grow.

An art project is also on today's agenda.



Getting Started

What do you know about plants?

- 1. Find the words about plants in the word-search puzzle.

garden

leaves

seed

seed case

seedling

seeds

shoots

soil

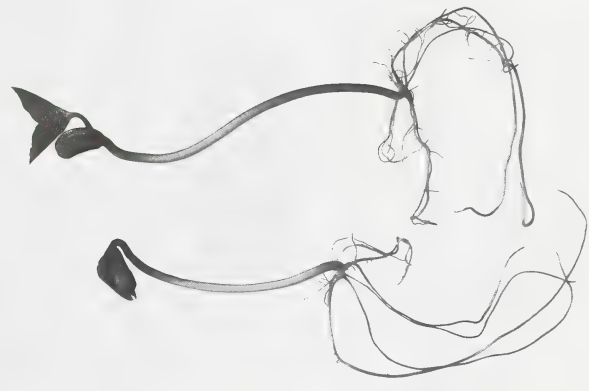
sprouts

stem

sunlight

water

s	e	e	d	c	a	s	e	t	l
e	u	r	m	q	a	e	s	p	e
e	w	n	z	h	r	e	h	m	a
d	a	s	l	t	l	d	o	c	v
l	t	d	f	i	o	t	o	r	e
i	e	n	o	v	g	c	t	x	s
n	r	s	z	w	q	h	s	r	t
g	a	r	d	e	n	u	t	i	p
o	a	d	f	g	s	e	e	d	s
s	p	r	o	u	t	s	m	h	j



Ask the student to read the words from the list to you. Does the student recognize suffixes and base words? Can he or she use this information to read unfamiliar words?

Choose words from the word-search list to do the following activities.

2. Write two words that are plural nouns.

3. Write three words that have the same base word.

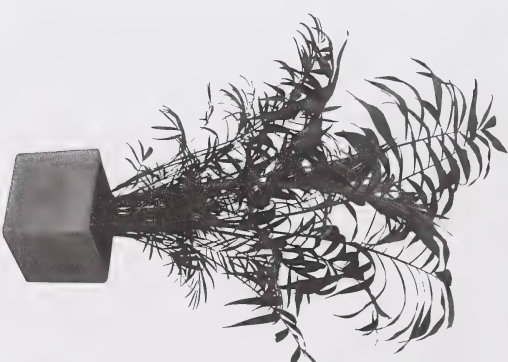
4. Write a compound word.

5. Three things that plants need to grow are _____,

_____, and _____.

6. Two words that mean the same are _____

and _____.

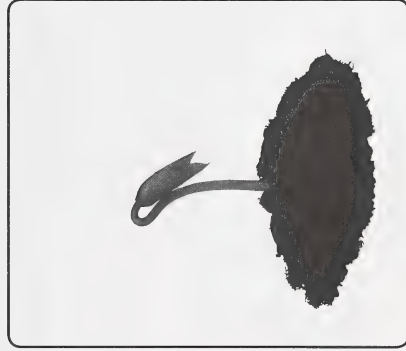
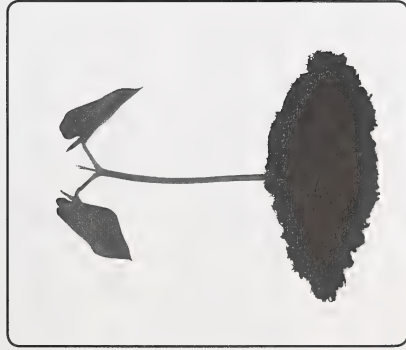


“Tree Coming Up”

Soil is very important to trees and other plants. All plants get important minerals from the soil. Soil also anchors their roots.

Have you ever watched a seed grow? What happens first? What happens next?

7. Look at the pictures of the plant below. Put a **1** under the picture that would come first, a **2** under the picture that would come next, and a **3** under the picture that would come last.



8. Which picture shows the **shoot** of a plant?

shoot: a new plant or leaf growing out; a sprout

Turn to page 28 in *Beneath the Surface*. Read the poem aloud to the student without showing the illustrations. The student is asked to close his or her eyes and to form visual images as the poem is read.

Take out your dictionary. Find the word shoot in the dictionary.

9. How many meanings for the word do you see in your dictionary? _____

10. The shoot of a plant is _____.

Your home instructor will read you a poem about a growing plant. Close your eyes as your home instructor reads. What pictures do you see in your mind as the poem is read?

11. Draw a picture of one image that formed in your mind as the poem was read.



Now turn to page 28 in *Beneath the Surface*. Look at the illustration that goes with the poem that your home instructor read to you.

12. Do you think the artist did a good job of illustrating the poem?

13. What do you like best about the illustration?

Your home instructor will read the poem one more time. Pretend you are the shoot coming out of the acorn. Do the actions as your home instructor reads.

14. What does the author compare a shoot to? _____

The author uses many interesting verbs to describe how the seed grows. She tries to share the excitement of a shoot breaking free of the seed to grow.



15. How does the shoot get out of the acorn house?

16. What does the shoot do after it gets out of the acorn?

Read the poem silently.

Read the poem one more time. Ask the student to do the actions that are discussed in the poem.

rhyming couplets: two adjacent lines that rhyme in a poem

17. Why does the author tell the reader to “Look out ahead!”

Did you notice the rhyming words in this poem? Read the poem aloud to your home instructor. Think about the words that rhyme.

The words that rhyme often come at the end of a line in a poem. When the words at the end of two lines rhyme, the lines are called **rhyming couplets**.

18. Find a rhyming couplet in the poem “Tree Coming Up.” Write it on the lines.

Make up a rhyming couplet of your own about one of the animals or illustrations in the poem. Choose one of the following lines and then make up a second rhyming line to go with it. You can make up the whole couplet by yourself, if you like.

- The dormouse sleeps beneath the ground . . .
- The butterfly with brightly coloured wings . . .
- The tiny ant scurries to and fro . . .
- The worm is curled in his bed . . .



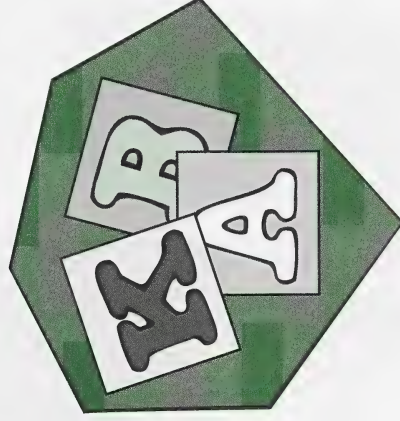
19. My Rhyming Couplet: _____

Spelling

Today you will review the spelling words for the last time. On Day 18 you will write your final spelling test.

Look back to the list on Day 11. Choose **one** of the following activities to practise your spelling words and challenge words.

- Find and write the dictionary guide words for each page you find a spelling word on.
- Write each word three times in handwriting.
- Write a sentence using each word.
- For each spelling word, write the base word in one colour and the suffix in another colour.
- Use alphabet cereal, alphabet pasta, or scrabble letters to spell each word.



When the student has chosen an activity and completed it, check for spelling accuracy. If the student is still having difficulty, assign more practice activities.

Phonics

You have been learning about some animals that live in soil or underground. Some animals live in zoos. Zookeepers look after the animals. Today you will read about working in a zoo.



Go to page 123 of your Phonics book.

Carefully remove the page. Fold the page to make a small booklet.

Read the booklet. Tell your home instructor some things that you learned from the story about zookeepers.

The student will tell you some things that he or she learned about zoo keepers.

It's time for a different kind of word search! Look through the story to find the words for each of the following activities.

20. Find and circle at least ten plural nouns in the story.

21. Underline two contractions in the story.

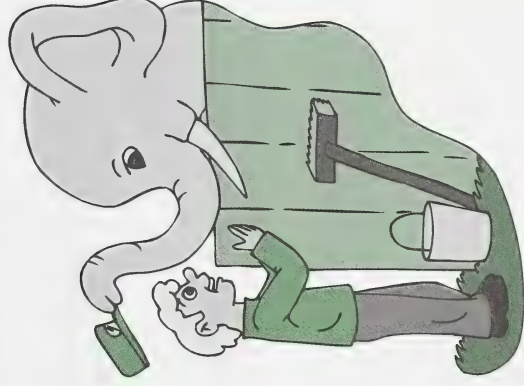
22. Write three words with the word ending ing.

23. Write one word with the word ending ed.

24. Write one word with the suffix ly.

25. Write one word with the suffix ion.

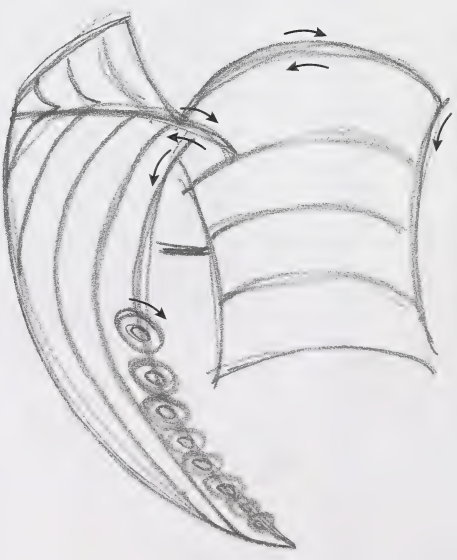
26. Write one compound word.



Handwriting

You will practise the capital letter R today. It is the last new letter that you will learn.

Warm up by drawing the same Viking ship you drew on Day 16. Use right ovals for the shields and many push-and-pull strokes to make the boat and sails.



This warm-up activity should be done on the chalkboard or whiteboard.

Demonstrate how to form the letter R on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

- The letter R starts at the top line and goes down just like the P. Follow the same line back up.



- Curve around to the dotted line.



- Make a small loop and slant down to the right.



Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes shown on the next page.

Keep practising until you can make a very good R in handwriting.



downstroke, up
and around, loop
and down



Take out your interlined notebook or interlined paper.

Get ready to try some R's on your paper or in your notebook. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Practise at least two rows of R's on your paper or in your notebook. Try chanting the strokes as you write.

Check the student's posture, paper position, and pencil grip.

Now try writing a sentence. Notice how the R is joined to the letters that follow it.

Raj rides on Raj's ranch.

Now you know all the capital and lower case letters!



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Art from Rocks and Soil

You learned that stones, rocks, and minerals can be used to create works of art. The Inuit people carve soft soapstone. People have used stones such as marble and granite for thousands of years to create statues.

Fantastic jewellery is created from precious stones and minerals.

You know that soil is important for plants and animals and that clues to the past can be found in soil. Did you know that soil is also useful for creating artworks? People around the world use sand and clay to make many beautiful things.

Different kinds of clay are used to make different objects.

Pottery is made from clay. When you read the story “The Enchanted Pitcher,” you looked at some pottery from Iraq in the illustrations. You also made a pitcher from clay.

The pottery in this photo uses the designs of the Pueblo People from the United States.



This would be a good time to do some additional projects using clay or to enrol your student in a pottery course.

If you have access to a ceramics shop, you may want to show your student how ceramic objects are poured, glazed, and fired. Your student may enjoy doing a ceramic project at the shop.

The sand used for sandblasting works well.

If you do not have shakers, the student can drizzle the sand by hand.

You can often buy coloured sand at craft shops if you do not wish to colour your own.

Special types of clay are used to make fancy dishes.

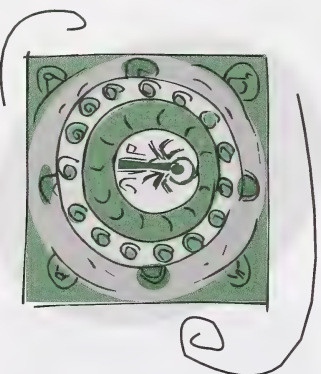
Ceramic clay is poured into moulds to make decorations and useful objects.

The Dine, Navajo, people of the southwestern United States and Tibetan monks use sand to create paintings. Coloured sand is used to make beautiful pictures.

You will do a sand painting today.

You will need the following materials:

- some clean sand
- tempera paint
- empty glitter bottles, salt shakers, or small jars
- glue in a squeeze bottle
- poster board, cardboard, or manilla tag



Prepare the sand by adding one tablespoon of tempera paint to about a cup of sand. Mix well and put it into an empty glitter bottle or salt shaker. You can make your own shaker by poking holes in the lids of small jars. Baby food jars work well for this.

Prepare several different colours of sand in the same way.



Plan your sand picture. Sand works especially well to show outdoor pictures or to make designs inside circles or rectangles. Use a pencil to sketch the lines for your picture on a piece of cardboard or poster board.

Squeeze the glue over the area that you want a certain colour. Sprinkle the sand on top of the glue. Let the glue dry; then shake off the excess sand.

Repeat the process to colour in each area.

Display your sand painting or share it with your family on Day 18.

Story Time

Find a favourite spot, relax, and enjoy the story.



The excess sand can be shaken into a pie plate or other container and reused.

Looking Back

Did you enjoy reading the poem today?

Did you find it easy or hard to write your own rhyming couplet?

How did your sand painting turn out?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

rhyming couplet: two adjacent lines that rhyme in a poem

shoot: a new plant or leaf growing out; a sprout

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Day 18

Use the Clues

You will finish another module today. You have learned how scientists study clues to learn more about the past and about nature. You have used clues to help you read, do experiments, and solve word puzzles.

Learning is fun when you use clues to help you solve problems!



Getting Started

Bears snore, earthworms munch,
Snakes keep warm in a curly bunch.
Ants run back and forth all day,
They just don't have time to play.
You've been getting ready too.
Now you can show what you can do.



You have gathered, organized, and shared information about many animals over the last few weeks. You have tested rocks and soil and have done several experiments. Check one or two choices for each of the following questions.

1. My favourite way to gather information is to
 - ☐ read non-fiction books or an encyclopedia
 - ☐ find facts on the Internet
 - ☐ do experiments
 - ☐ do tests or observations
2. My favourite way to organize information is
 - ☐ putting it in a table or chart
 - ☐ putting it in a web
 - ☐ putting events in the order that they happened

3. My favourite way to share information is to

- ☐ write paragraphs or essays
- ☐ take photographs
- ☐ write letters
- ☐ draw a picture
- ☐ make and label a diagram
- ☐ make a model



Making It Better

You have practised many skills that can help you write stories or paragraphs. You have learned about topic sentences and supporting sentences. You know the difference between facts and opinions. You understand that when you write non-fiction reports, you must be sure your facts are correct.

Today you will take a close look at the work of some grade three students. You will think about what they did well and how they could make their reports better.



Take out *Beneath the Surface*.

Turn to the Contents page. Find “Worms and Ants” by Mandi Steinhilber.

4. How do you know the report was written by a student?

Turn to the correct page.

Read the report with the heading "Worms."

I think a better topic sentence would be, "Ant colonies are very interesting."



Think about the main idea of this report. Think about the supporting ideas.

Do you think that Mandi has a good topic sentence? Does it tell what you would read about in the rest of the paragraph? Is the main idea of the paragraph clear? Tell your home instructor what you think.

Do you think Mandi has some good supporting ideas? Why or why not? Do you think she has written facts or opinions? Tell your home instructor what you think.

Read the report "Ants."

5. Do you think Mandi has a good topic sentence for this report? _____
Tell why or why not.

The student will comment on the topic sentence. Ask the student to tell why the topic sentence was good or not good. Explain that the topic sentence is Mandi's opinion of worms.

The student will comment on the supporting ideas.

6. If you can, write a better topic sentence for Mandi.

7. Do you think Mandi has some good supporting sentences? _____
Tell why or why not. _____

8. Write one more sentence about ants that Mandi could add to her report.

Turn to page 72 of *Beneath the Surface*. Find "Rocks and Minerals."

Read the report by Jessica Zabinski. You will tell your teacher your opinion about this report in the Assignment Booklet.



Go to Assignment Booklet 5B. Do Assignment 7: Making It Better.

Refer to the Home Instructor's Guide for the spelling words.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 5B. Do Assignment 8: Spelling Test.

You are expected to spell these words correctly whenever you write them. You can use your Writing Dictionary to check the spelling if you forget.

Phonics

Are you ready to show your teacher how well you can use suffixes, contractions, and plurals?



Go to page 125 in your Phonics book. Carefully remove the page.

Do pages 125 and 126. Follow the instructions carefully. You will send it to your teacher with the other assignments at the end of today's activities.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



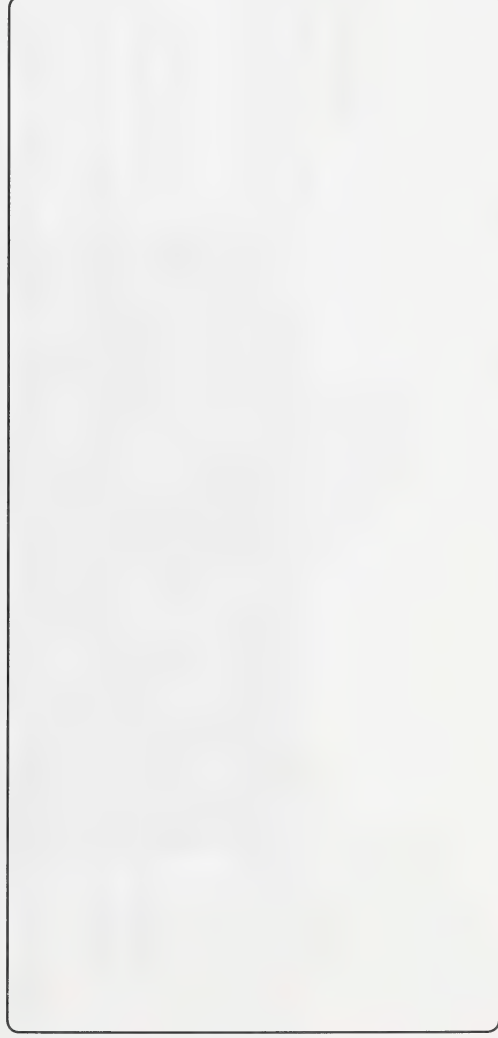
Plants and Rocks

It's time to check on your glass with soil, bean seeds, and plaster of Paris.

If your bean seed has started to grow, answer questions 9 and 10. If the bean seed has not started to grow yet, wait a few more days. Complete the questions when it starts to grow.

9. Tell what you see. Use your magnifying glass.

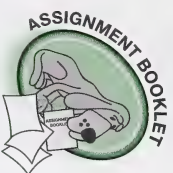
10. Draw a diagram. Label it too.



If the bean seed has not started to push through the plaster of Paris, wait a few more days until this happens. The student may finish the observation at that time.

Rocks, Minerals, and Soil

You have discovered many things about rocks, minerals, and soil over the last few weeks. Today you will have a chance to show your teacher how much you know.



Go to Assignment Booklet 5B.
Do Assignment 9: Rocks, Minerals,
and Soil.



Sharing Your Work

You have learned many things in Module 5B. Look back at the work in your Writing Folder, Art Folder, Assignment Booklet, and Student Module Booklet.

You have written a report, a letter, and a photo essay. You have recorded experiments and created a sand picture. You have discovered facts about animals, rocks, and soil.

It's time to share your work with your family. You may want to read your photo essay. You may want to explain the experiments you did and the observations that you made.

Pick two examples of your work that you are especially proud of. Tell your family why you chose each example.



Go to Assignment Booklet 5B. Complete the Student Learning Log.

Story Time

Find a comfortable spot. Listen as your home instructor reads.



You may want to save the examples the student has chosen in a special folder or portfolio. Later in the year, you can use the samples to discuss improvements.

Looking Back

What were your favourite activities in this module? Is there anything that you would like to learn more about?

Have you been reading lots of books in Silent Reading? What was the best book that you read this month?



Journal Entry

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 5B. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 5B to the teacher.

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Module Summary

Good work! You have completed Module 5.

In Module 5B you learned more about

- reading and spelling words with word endings and suffixes
- examining soil samples
- doing experiments
- writing information on charts
- writing non-fiction articles and essays
- discussing a character's point of view
- recognizing various things in soil
- describing how rocks break down to become soil
- describing common uses of rocks

In Module 6 you will “look and see” to learn about such things as sounds, poetry, and how communities exchange goods.



